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AUTHOR O'Hara, Leonard F.
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ABSTRACT

In November 1990, 25 community colleges participated in a study of variables known to have a significant influence on the professional self-esteem of faculty and which in turn should affect the quality of the teaching and learning environment. Questionnaires were distributed to all full-time faculty members (N=2,162) and chief executive officers (N=25) of the colleges to determine perceptions of the administration's commitment to faculty self-esteem; the influence of faculty on issues that enhance self-esteem, on the college's budget, and on institutional planning; information exchange; honesty, consistency, and sensitivity in dealings with faculty; faculty control over classroom-related matters; and professional development opportunities. Study findings, based on a 60% response rate from faculty and an 80% return from the presidents, included the following: (1) as a group, the presidents gave higher ratings to all items than did the faculty; (2) faculty did not tend to feel that they had power in determining the campus budget; and (3) faculty tended to agree that they had control over classroom-related matters and that the institution supported opportunities for faculty professional growth and renewal. The survey instrument is attached. (WP)

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INSTITUTIONAL ETHICAL PRACTICES AND FACULTY PROFESSIONAL SELF-ESTEEM SURVEY REPORT

Leonard F. O'Hara, Principal Investigator
University of Kentucky
Paducah Community College, Paducah, Kentucky

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INSTITUTIONAL ETHICAL PRACTICES AND FACULTY PROFESSIONAL SELF-ESTEEM -- SURVEY RESULTS

INTRODUCTION

During November, 1990, 25 community college campuses, from 20 different institutions in 13 states, participated in a study of nine variables known to have a significant influence on the professional self-esteem of faculty and which, in turn, should affect the quality of the teaching-learning environment. 1286 full-time faculty returned completed, usable forms, producing a return rate of 60%.

Suggestions for approaching institution-specific results are included. The written responses from faculty should be of special value since they reflect issues raised by a given College's own personnel.

As the institution reviews these materials, it will be important to recall that only full-time faculty perceptions are recorded and that the variables measured were those which faculty themselves have long-reported to be important. This may have produced a pro-faculty bias in the tone of the responses. The researchers believe, and the administrators apparently concurred, that it was worth running that risk. It is hoped that others will conduct similar studies dealing with "administrative," "staff" or "student" variables.

The results do throw considerable light on one of education's greatest paradoxes. Namely, that it is not the faculty or even the students who have the greatest influence on the degree of teaching-learning which can occur in our colleges and schools -- it is the administration. A great deal of research has shown that within the purview of the administration, especially CEOs, lies the power and authority to create and control the environment within which teaching and learning take place. And just as it does in nature, environment dictates probable success or failure. Given knowledgeable faculty who are dedicated to assuring student success, the rest becomes a matter of managing variables such as those contained in this study.

BACKGROUND

The study of Institutional Ethical Practices and Faculty Professional Self-Esteem, grew out of interest expressed by a number of individuals who attended a forum presentation at the 1990 Annual Convention of the AACJC. That session entitled, The 4th Governance Paradigm: Faculty Professional Self Esteem, focused on the environmental conditions which faculty have long said are important to their well being on the job. It was the contention of the presenters that, "Teachers who believe that they are treated with respect and valued as professionals are more effective than those who do not believe so."

Many of the forum attendees said that they would like to play a role in gathering local, regional and national data on, and support for, the variables which enhance professional climates. These volunteers were the ones whose campuses were subsequently invited to become research sites. In addition, Dr. James L. Wattenbarger, Director of the Institute of Higher Education of the University of Florida, indicated that the Institute would sponsor and support research on the topic, with Dr. Leonard F. O'Hara, who had developed the paradigm and organized the forum, serving as principal investigator.

PURPOSES OF THE STUDY

The primary purpose of this investigation was to provide individual institutions or campuses with a potentially powerful tool for understanding themselves. This study of faculty perceptions of institutional performance on nine variables, can open up a dialogue which might well revolutionize the way that a college views its entire teaching-learning enterprise. By providing institution specific data, this study overcomes an often-heard limitation of more broadly-based investigations, namely, that "the results do not match well here." An intra-institutional focus guided every step of the design and implementation phases of the project.

Quite naturally, however, such a study did lead to more global outcomes. These constituted our secondary and tertiary purposes. Among these were:

1. To gather data which will increase awareness of successful institutions and their practices.
2. To locate successful campuses or colleges, then visit them in the hope of verifying survey results and developing in-depth reports describing the institutional climates.
3. To determine the efficacy of the 4th Paradigm.
4. To stimulate further research on the subject.

METHODOLOGY

The Institute of Higher Education (IHE) contacted campus volunteers and invited them to be research site coordinators. Draft copies of the research instrument and related documents plus a detailed description of the workload involved were sent to them, along with a research site approval form. Coordinators were asked to secure signed CEO approval and return the form to IHE. The first 25 sites to return signed forms were included in the study.

On September 27 and 28, 1990, a workshop was held in Daytona Beach, Florida. One of the goals of that gathering was to revise and refine the survey materials. A nine-person design team was formed which later both endorsed the study and made significant contributions to the quality of the instruments. Meanwhile, the Presidents Academy of AACJC was made aware of the research effort and offered its support and endorsement.

DATA GATHERING

The process of data gathering was standardized to the greatest extent possible.

- Survey packets were mailed to the colleges during the second week of October. All arrived in time to meet an October 25 distribution date.
- All full-time faculty and the campus CEO were asked to respond. Anonymity was scrupulously guarded throughout the process. No form of encoding was used and responses were sealed until they were returned to the research team.
- Cover and follow-up memoranda contents were prescribed by the design team as were the dates for dissemination.
- Site coordinators bundled the sealed envelopes containing the completed surveys and returned them to the office of Institutional Research at Daytona Beach Community College for analysis.

DATA ANALYSIS

Each college/campus was assigned a site code (001 to 025). Researchers recorded the numerical ratings for questions 1 through 9 until a given site was completed. Data entry operators then transcribed the written responses for questions 1 through 10. The numerical ratings which respondents awarded to Question #10 were appended to the responses themselves. All faculty remarks were recorded as written. The principal investigator received these data and proceeded as follows:

- Means of the ratings for questions 1 through 9 were computed and graphed.
- Means of questions 1 through 9 for the total faculty sample were developed.
- A table showing means for questions 1 through 9 for all twenty-five sites and the CEOs was constructed.
- CEO survey forms were copied. Originals were placed with their respective institution's data for later analysis.
- Specific, strongly-negative, references to persons or departments were edited (these rare occurrences are so noted at the particular places in the transcription).

Phase two of the data analysis is underway and will be completed by late-1991. That work will include:

- examination of question #10 responses to determine paradigm efficacy
- examination of CEO responses to determine their degree of agreement/disagreement with faculty perceptions
- an attempt to identify "successful" colleges
- an attempt to provide examples of successful institutional practices vis-a-vis the nine (or more) variables

WHAT IS NEXT?

1. Findings will be reported at the 1991 AACJC Convention. At that time, it is hoped that all AACJC member colleges can be invited to become research sites.
2. Should the data reveal institutions which are clearly seen as superior, those colleges will be asked to undergo further study in the form of participant observer visitations. Ultimately, the researchers hope to produce detailed descriptions of colleges where faculty perceive the institutional climate to be good.
3. The establishment of a nationwide network of community colleges wishing to exchange information about practices which lead to enhanced teaching-learning environments.

PRELIMINARY FINDINGS

The research team has reported little interpretation of local data. That was consistent with the stated purposes. Team members can be made available to facilitate interpretation and discussion or to answer questions about any phase of the research. Some of our preliminary, global findings include:

1. As a group, CEOs perceive things to be much better than the faculty do.

2. A return rate of 60% seems to indicate that faculty are interested in the subject.

3. Written comments tend to corroborate and elucidate the numerical data.

4. The survey instrument is reliable.
   22 of 24 sites listed "budget" as the arena in which faculty have the least amount of input (CEOs agree). At one site, "honesty etc." was lowest, while at another it was "institutional sensitivity to faculty's need to spend time and energy on instructional matters."

   15 of 24 sites rated "classroom control" as the area of greatest faculty control. 8 others chose "professional growth opportunities." One school selected "administrative commitment." CEOs rated professional growth opportunities highest.

5. The data (numerical and verbal) do identify places where faculty say that they are treated professionally and those where they perceive that they are not.

6. A given institution can score "high" in some areas and "low" in others. Take, for example, site #016 (Figure 2). This college fared very well overall and ranked 1st, far above all others, in the "budget" category. The faculty also ranked site #016 2nd among the 25 sites in "honesty/evenhandedness" and "information-sharing." At the same time, this college ranked 20th in being sensitive to the faculty need to devote time and energy to instructional matters.

COLLEGE/CAMPUS DATA

ATTACHED YOU WILL FIND:

1. A list of site codes with faculty and CEO return rates
2. A table showing total faculty sample means (1 through 9)
3. Your means vs total faculty sample means
4. Your faculty's comments for questions 1 through 10

Before turning to the charts and written responses, it would be useful to keep the following in mind:

- The primary purpose of this investigation was to provide you with data about your institution. The researchers will not link the name of a given college with its results, unless written prior approval is granted. To date no such permission has been received (or sought).

- Resist the tendency to concentrate on specific numbers or comments. This can be done much later in your analysis, after you have developed a holistic view of the climate of the college as perceived by the full-time faculty.

- This type of information is most useful when shared and discussed broadly.

- Protect anonymity. The researchers took every precaution to limit the possibility of a breech of confidentiality. However, if the words of a given respondent betray him/her or others, use extreme sensitivity. We edited very little (when we did, a notation was made at that point in the comment).

- Good, bad or indifferent, these are the reported perceptions of the full-time faculty of your institution. Perhaps this faculty is made up of "hard" or "easy" graders, or the study may have been conducted at a particularly bad (or good) time. It is even possible that one or more of the survey items contains language that this campus considers to be "loaded". Whatever the limitations, let the institutional dialog reveal them. To dismiss an issue out of hand would negate the primary purpose and value of the study.

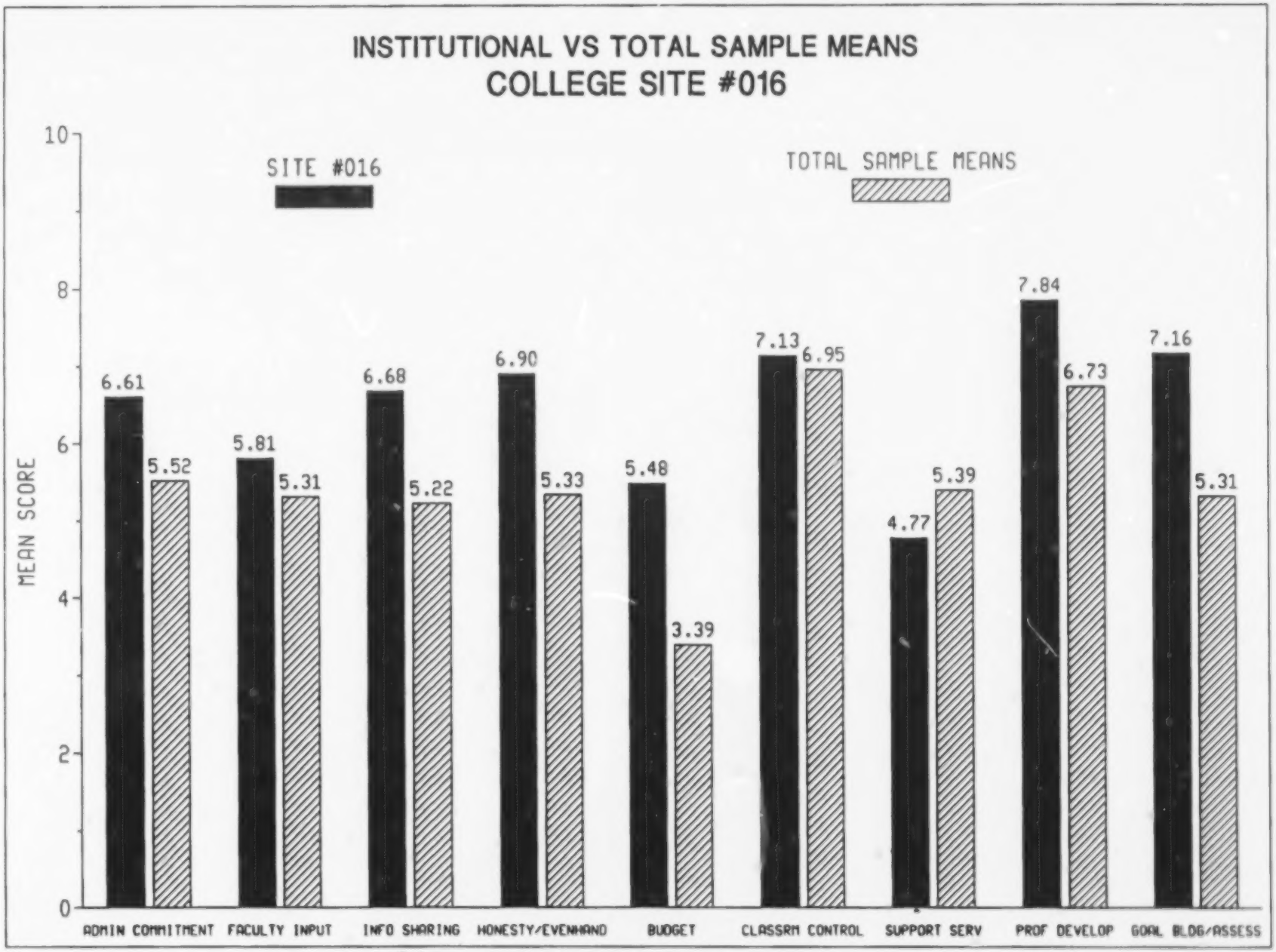
4TH GOVERNANCE PARADIGM RESEARCH PROJECT
1990 EXAMINATION OF 25 SITES

Site #	Name	FT Faculty	Returned	%	CEO
001		105	69	66	yes
002		153	64	42	yes
003		49	41	84	yes
004		4		100	yes
005		59	47	80	yes
006		68	37	54	yes
007		144	88	61	no
008		34	28	82	yes
009		75	59	79	yes
010		103	54	53	yes
011		180	100	56	yes
012		50	34	68	yes
013		63	44	70	yes
014		125	59	47	yes
015		61	37	61	yes
016		37	31	84	yes
017		42	24	57	no
018		78	49	63	yes
019		169	92	54	yes
020		64	54	84	yes
021		47	36	77	yes
022		131	74	56	no
023		223	115	52	yes
024		44	26	59	no
025		54	20	37	no
CEOs	All colleges/campuses	25	20	80	xxx
	TOTALS	**2187**	**1306**	**60**	---

MEANS OF ALL COLLEGE SITES - 4TH PARADIGM VARIABLES

	n	ADMIN COMMITMENT	FACULTY INPUT	INFO SHARING	HONESTY/ EVENHANDED	BUDGET	CLASSRM CONTROL	SUPPORT SERVICES	PROF DEVELOP	GOAL SETTING
SITE										
1	69	6.75	6.28	5.52	5.85	3.83	7.77	6.42	8.01	5.54
2	64	4.83	5.37	5.30	5.44	4.05	7.27	5.25	6.09	5.62
3	41	5.12	5.10	5.29	5.61	2.78	6.40	5.13	6.34	5.29
*4	4									
5	47	5.66	5.60	5.13	5.19	3.74	7.83	5.81	7.09	5.64
6	37	5.44	5.83	5.84	5.97	3.74	7.27	6.00	8.28	6.06
7	88	5.19	5.27	5.20	5.28	3.76	6.89	5.57	6.42	5.24
8	28	6.50	5.93	6.25	6.57	3.56	7.86	6.00	6.69	7.29
9	59	4.88	4.95	4.84	5.14	4.22	7.28	5.39	6.71	5.68
10	54	4.68	4.78	4.96	4.11	2.72	6.87	4.87	5.92	4.87
11	100	4.57	4.89	4.50	4.01	3.83	7.29	4.32	5.85	4.78
12	34	5.94	5.79	5.15	5.91	3.72	7.97	6.70	7.18	6.32
13	44	6.27	5.02	5.57	5.79	3.41	7.57	6.80	6.93	4.77
14	59	4.24	4.39	3.66	4.63	3.56	7.29	5.64	6.64	3.98
15	37	6.14	7.16	7.70	7.16	4.49	7.95	6.69	7.59	7.31
16	31	6.61	5.81	6.68	6.90	5.48	7.13	4.77	7.84	7.16
17	24	4.54	4.04	4.74	4.75	3.65	6.70	3.83	6.13	5.50
18	49	4.79	4.75	5.24	6.43	2.52	6.87	5.27	7.07	5.07
19	92	5.50	4.63	4.50	4.58	1.55	5.30	4.68	6.79	3.94
20	54	6.77	6.17	6.28	5.98	2.55	6.89	5.66	6.62	5.28
21	36	6.86	6.64	6.56	6.43	3.03	6.67	5.20	6.67	6.50
22	74	6.49	5.77	5.66	5.58	2.39	6.10	6.17	6.73	5.01
23	115	5.66	4.96	4.61	5.10	3.42	6.56	4.57	6.28	5.12
24	26	5.16	4.54	4.85	4.38	4.56	6.44	5.88	7.45	5.38
25	20	5.20	5.15	4.80	4.63	4.10	6.70	5.40	7.55	4.95
OVERALL SAMPLE MEAN		**5.52**	**5.31**	**5.22**	**5.33**	**3.39**	**6.95**	**5.39**	**6.73**	**5.31**
CEOs	**20**	**7.74**	**7.88**	**7.89**	**8.47**	**6.21**	**8.37**	**8.47**	**8.79**	**7.83**

* Means were not computed due to small sample size (n=4).


INSTITUTIONAL VS TOTAL SAMPLE MEANS
COLLEGE SITE #016
SITE #016
TOTAL SAMPLE MEANS
MEAN SCORE
10
8
6
4
2
0
6.61
5.52
5.81
5.31
6.68
5.22
6.90
5.33
5.48
3.39
7.13
6.95
4.77
5.39
7.84
6.73
7.16
5.31
ADMIN COMMITMENT
FACULTY INPUT
INFO SHARING
HONESTY/EVENHAND
BUDGET
CLASSRM CONTROL
SUPPORT SERV
PROF DEVELOP
GOAL BLDG/ASSESS

INSTITUTIONAL ETHICAL PRACTICES AND FACULTY PROFESSIONAL SELF-ESTEEM QUESTIONNAIRE

INSTITUTION_____

Introduction:
A significant body of literature suggests that Institutional Ethical Practices affect the Professional Self-Esteem of teachers; further that professional self-esteem affects the quality of the teaching-learning environment.

This questionnaire, which is being sent to all full-time faculty at your institution, asks you to judge how well the college performs on nine institutional practices. Question #10 invites you to name another practice that influences the teaching learning environment at your college.

Directions:
Complete the form indicating how well the statement describes or does not describe your institution, place it in the envelope provided, and return it to your college representative (name and location attached). He or she will forward the unopened envelopes to the principal investigator at the University of Florida. Anonymity will be scrupulously guarded. Thank you.

1. The administration of this college has stated, formally and/or informally, its commitment to promoting the professional self-esteem of the faculty.

   0 1 2 3 4 5 6 7 8 9 10
   Does Not Describe **Describes**

   Examples: _____ _____

   _____ _____

2. Faculty are influential in insuring that issues which will enhance their professional self- esteem are addressed.

   0 1 2 3 4 5 6 7 8 9 10
   Does Not Describe **Describes**

   Examples: _____ _____

   _____ _____

3. All pertinent information dealing with college issues is openly and freely exchanged.

   0 1 2 3 4 5 6 7 8 9 10
   Does Not Describe **Describes**

   Examples: _____ _____

   _____ _____

4. Faculty are dealt with in an honest and consistent manner.

   0 1 2 3 4 5 6 7 8 9 10
   Does Not Describe **Describes**

   Examples: _____ _____

   _____ _____

(OVER) **(OVER)**

5. Faculty have power in determining the institutional budget.

0 1 2 3 4 5 6 7 8 9 10
Does Not Describe **Describes**

Examples: _____ _____

_____ _____

6. Faculty have control over all appropriate classroom-related matters.

0 1 2 3 4 5 6 7 8 9 10
Does Not Describe **Describes**

Examples: _____ _____

_____ _____

7. The institution demonstrates sensitivity to the faculty need to devote the proper amount of time and attention to instructional matters.

0 1 2 3 4 5 6 7 8 9 10
Does Not Describe **Describes**

Examples: _____ _____

_____ _____

8. The institution supports opportunities for faculty professional growth and renewal.

0 1 2 3 4 5 6 7 8 9 10
Does Not Describe **Describes**

Examples: _____ _____

_____ _____

9. Faculty are meaningfully involved in institutional planning.

0 1 2 3 4 5 6 7 8 9 10
Does Not Describe **Describes**

Examples: _____ _____

_____ _____

10. List and score another institutional practice that is significant to the quality of the teaching-learning environment at this institution.

0 1 2 3 4 5 6 7 8 9 10
Does Not Describe **Describes**

Examples: _____ _____

_____ _____

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